



St Blasius Shanklin CE Primary Academy

English Curriculum overview

2021-22

Intent

At St Blasius, pupils will develop enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. We will provide a high-quality education in English that will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. We aim for all pupils to leave St Blasius with the skills of language that are essential to participating fully as a member of society. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

Implementation

The national curriculum for English aims to ensure that all pupils:

- a) read easily, fluently and with good understanding
- b) develop the habit of reading widely and often, for both pleasure and information
- c) acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- d) appreciate our rich and varied literary heritage
- e) write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- f) use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- g) are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

We have overhauled the entire stock of children's reading books, investing in a new sets of phonically decodable books for Reception and Year 1/2. We are also investing in the Trust-wide 'Destination Reader' programme to further boost children's comprehension skills, vocabulary development and foster a lifelong love of reading in Key Stage 2.

We identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. We run parent information sessions on phonics for Year 1 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they

understand age-related expectations. Marking is rigorous in English and across the curriculum, with regular ‘Responding to Marking Time’ and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy rigorously.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school, where bright and colourful displays celebrate children’s writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, competitions, drama workshops and a range of trips and visits which enrich and complement children’s learning. Every classroom has a reading reward scheme to encourage children to read regularly at home.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of a new ‘Talk for Writing’ Programme, we have revised our writing journeys across both key stages, in order to support children in becoming more confident, creative writers. By the time they are in upper Key Stage 2, most genres of writing will be familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills. Termly assessments are used to ensure most children are achieving in Literacy at age-related expectations. We hope that the new literacy initiatives outlined above will help to boost children’s learning and progress and enable children to achieve greater depth in writing.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are also monitored and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from St Blasius to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Age-related Expectations and Coverage

Early Years Foundation Stage

During the EYFS, the learning environment, adult-led activities and child initiated activities will be planned and supported to encourage progress in English. Children at the end of the EYFS who have reached the expected level of development will be able to:

- Investigate and experience a range of texts.
- Concentrate, keep on trying if they encounter difficulties, show enjoyment and achievement.
- Have and develop their own ideas, create and think critically.

The most relevant statements for English are also taken from the English age-related statements as below:

EYFS: English Curriculum Objective Overview



ELG Comprehension	ELG Word Reading	ELG Writing
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences from books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Year 1: English Curriculum Objective Overview



Autumn	Spring	Summer
<p><u>Word Reading</u> Use phonics to decode words Rapidly respond to graphemes for all 40+ phonemes</p> <p><u>Comprehension</u> Recognise and join in with predictable phrases Recite some poems by heart</p> <p><u>Writing - Transcription</u> Name all the letters of alphabet in order Form digits 0-9 correctly</p> <p><u>Writing - Composition</u> Sequence sentences to form short narratives.</p> <p><u>Writing - Vocabulary, Grammar and Punctuation</u> Leave spaces between words Demarcate some sentences with capital letters and punctuation marks (.?!)</p>	<p><u>Word Reading</u> Blend sounds in unfamiliar words Read common exception words</p> <p><u>Comprehension</u> Self-correct inaccurate reading Make inferences based on dialogue and action</p> <p><u>Writing - Transcription</u> Spell all days of the week Form capital letters correctly</p> <p><u>Writing - Composition</u> Sequence sentences to form short narratives.</p> <p><u>Writing - Vocabulary, Grammar and Punctuation</u> Use capital letters for proper nouns and the personal pronoun I</p>	<p><u>Word Reading</u> Read words with contractions Read aloud accurately</p> <p><u>Comprehension</u> Make predictions Explain their understanding of what is read to them</p> <p><u>Writing - Transcription</u> Spell most of the 45 Year 1 common exception words Add s or es suffix correctly (dogs, brushes)</p> <p><u>Writing - Composition</u> Sequence sentences to form short narratives.</p> <p><u>Writing - Vocabulary, Grammar and Punctuation</u> Join words and clauses with and</p>

YEAR 1: TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>
Setting	Suspense / Scariness	Character	Openings and Endings	Description	Dialogue
<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>
Finding Magical Object	Journey Tale	Defeating the Monster	Meeting Tale	Journey Tale	Cumulative Finding Tale
<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>
Persuasive advert	Explanation / Poetry	Instructions for a recipe	Recount (letter)	Information	Discussion/Trial / Poetry
<u>Text Driver</u>	<u>Text Driver</u>	<u>Text Driver</u>	<u>Text Driver</u>	<u>Text Driver</u>	<u>Text Driver</u>
Dinosaurs and all that Rubbish + Blown away	The Gruffalo & The Owl who was Afraid of the Dark	Vlad Great Fire of London	Claude in the city The Tiger who came to tea	The Lighthouse Keeper's Lunch	The Snail and the Whale Manfish

Year 1: Vocabulary, grammar and punctuation

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: English Curriculum Objective Overview



Autumn	Spring	Summer
<p>Word Reading Use phonics to decode words until fluent Read further exception words</p> <p>Comprehension Make predictions Make inferences based on dialogue and action Ask and answer questions about what they have read</p> <p>Writing - Transcription Form lower-case letters correctly and of appropriate size Use appropriate spacing between words</p> <p>Writing - Composition Write real and fictional narratives Write poetry</p> <p>Writing - Vocabulary, Grammar and Punctuation Correctly demarcate most sentences with capital letters and punctuation marks (.?!) Write sentences in different forms – statement, question, exclamation, command Use co-ordinating conjunctions (<i>but, and, or</i>) Use present and past tenses consistently and correctly</p>	<p>Word Reading Read familiar words quickly and accurately Read words with contractions</p> <p>Comprehension Explain their understanding of what is read to them Learn more poems by heart Explain their favourite words and phrases</p> <p>Writing - Transcription Proof-read for spelling, grammar and punctuation</p> <p>Writing - Composition Sequence sentences to form short narratives.</p> <p>Writing - Vocabulary, Grammar and Punctuation Correctly demarcate most sentences with capital letters and punctuation marks (.?!) Use the apostrophe for contractions Use expanded noun phrases (<i>the blue butterfly</i>)</p>	<p>Word Reading Read aloud accurately and fluently</p> <p>Comprehension Identify how items of information are related Identify sequence of events in books Express views of texts beyond the level that they can read independently</p> <p>Writing - Transcription Spell most of the 109 KS1 common exception words Use the possessive apostrophe (singular)</p> <p>Writing - Composition Write for different purposes</p> <p>Writing - Vocabulary, Grammar and Punctuation Correctly demarcate most sentences with capital letters and punctuation marks (.?!) Use progressive forms of present and past tense (<i>I am walking; he was drumming</i>) Use sub-ordinating conjunctions (<i>if, when, that, because</i>)</p>

YEAR 2: TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u> Setting	<u>Focus</u> Suspense	<u>Focus</u> Character	<u>Focus</u> Openings & Endings	<u>Focus</u> Description	<u>Focus</u> Dialogue
<u>Story Pattern</u> Journey Tale	<u>Story Pattern</u> Warning Tale	<u>Story Pattern</u> Defeating the Monster	<u>Story Pattern</u> Rags to Riches	<u>Story Pattern</u> Fable	<u>Story Pattern</u> Journey Story
<u>Non-fiction</u> Persuasive leaflet	<u>Non-fiction</u> Explanation / Poetry	<u>Non-fiction</u> Instructions	<u>Non-fiction</u> Recount (diary)	<u>Non-fiction</u> Information	<u>Non-fiction</u> Discussion / Poetry
<u>Text Driver</u> Meerkat Mail Hibernation Hotel	<u>Text Driver</u> Traction Man Lost in the Toy Museum	<u>Text Driver</u> Look Up! Beegu	<u>Text Driver</u> The Day the Crayons Quit The Story of Flying	<u>Text Driver</u> Diary of a Wombat Stories from the Billabong	<u>Text Driver</u> The Storm Whale Grandad's Island

Year 2: Vocabulary, grammar and punctuation

Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 3: English Curriculum Objective Overview



Autumn	Spring	Summer
<p>Word Reading Begin to use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action Summarise the ideas from more than one paragraph Identify how language contributes to meaning Retrieve information from non-fiction Use dictionaries to check the meanings of words Orally retell some familiar stories</p> <p>Writing - Transcription Spell all of the 109 KS1 common exception words Use the first 2 letters of a word to check its spelling in a dictionary Use joined handwriting (desirable, but not essential for ARE)</p> <p>Writing - Composition Correct some of their own spelling and punctuation errors Use paragraphs to organise ideas</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use a wider range of conjunctions including <i>when, if, because although</i> Use fronted adverbials</p>	<p>Word Reading Begin to use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action Summarise the ideas from more than one paragraph Identify how language contributes to meaning Retrieve information from non-fiction Read aloud and perform poems and playscripts, showing understanding of intonation, tone, volume and action Recognise some different forms of poetry Explain how words and phrases can catch the reader's interest Begin to ask questions to improve their understanding of a text</p> <p>Writing - Transcription Use joined handwriting (desirable, but not essential for ARE) Spell some of the Years 3 and 4 word list</p> <p>Writing - Composition Correct some of their own spelling and punctuation errors Use headings and sub-headings Use pronouns to avoid repetition</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use inverted commas to punctuate direct speech Use prepositions (<i>before, after, during, in</i>)</p>	<p>Word Reading Begin to use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action Summarise the ideas from more than one paragraph Identify how language contributes to meaning Retrieve information from non-fiction</p> <p>Writing - Transcription Use joined handwriting (desirable, but not essential for ARE) Spell some of the Years 3 and 4 word list Place the possessive apostrophe correctly (singular and plural)</p> <p>Writing - Composition Correct some of their own spelling and punctuation errors</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use the present perfect (<i>had walked</i>) Choose different nouns and pronouns to avoid repetition (<i>Sue, the frightened girl, she</i>)</p>

YEAR 3: TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u> Setting	<u>Focus</u> Suspense & Action	<u>Focus</u> Character	<u>Focus</u> Openings & Endings	<u>Focus</u> Description / Style	<u>Focus</u> Dialogue
<u>Story Pattern</u> Warning Story	<u>Story Pattern</u> Tale of Fear	<u>Story Pattern</u> Defeating the Monster Tale	<u>Story Pattern</u> Finding Tale	<u>Story Pattern</u> Cumulative Tale	<u>Story Pattern</u> Wishing Tale
<u>Non-fiction</u> Persuasive argument	<u>Non-fiction</u> Explanation / Poetry	<u>Non-fiction</u> Instructions	<u>Non-fiction</u> Recount (newspaper report)	<u>Non-fiction</u> Information	<u>Non-fiction</u> Discussion / Poetry
<u>Text Driver</u> Stone Age Boy	<u>Text Driver</u> How to Wash a Woolly Mammoth	<u>Text Driver</u> Escape from Pompeii	<u>Text Driver</u> The Pebble in my Pocket	<u>Text Driver</u> The Boy Who Grew Dragons	<u>Text Driver</u> Varjak Paw

Year 3: Vocabulary, grammar and punctuation

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)

Year 4: English Curriculum Objective Overview



Autumn	Spring	Summer
<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph Identify how language contributes to meaning Retrieve information from non-fiction Use dictionaries to independently check the meanings of words Orally retell further familiar stories</p> <p>Writing - Transcription Spell some of the Years 3 and 4 word list Use the first 3 letters of a word to check its spelling in a dictionary Use joined handwriting (desirable, but not essential for ARE)</p> <p>Writing - Composition Correct most of their own spelling and punctuation errors Use paragraphs appropriately</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use a wider range of conjunctions including <i>when, if, because although</i> throughout their work Use fronted adverbials</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph Identify how language contributes to meaning Retrieve information from non-fiction Read aloud and perform poems and playscripts, showing understanding of intonation, tone, volume and action Recognise some different forms of poetry Explain how words and phrases can catch the reader's interest and imagination Ask questions to improve their understanding of a text</p> <p>Writing - Transcription Use joined handwriting (desirable, but not essential for ARE) Spell most of the Years 3 and 4 word list</p> <p>Writing - Composition Correct most of their own spelling and punctuation errors Use headings and sub-headings effectively Use pronouns including personal pronouns to avoid repetition</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use inverted commas to punctuate direct speech Use other speech punctuation – capital letters, punctuation marks and new line for a new speaker Use prepositional phrases</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words Read further exception words and explain the unusual correspondence</p> <p>Comprehension Make predictions from details stated Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with dialogue Summarise the ideas from more than one paragraph Identify how language, structure and presentation contribute to meaning Retrieve information from non-fiction</p> <p>Writing - Transcription Use joined handwriting (desirable, but not essential for ARE) Spell most of the Years 3 and 4 word list Place the possessive apostrophe correctly (singular and plural and including irregular plurals)</p> <p>Writing - Composition Correct most of their own spelling and punctuation errors</p> <p>Writing - Vocabulary, Grammar and Punctuation Use capital letters, question marks and exclamation marks mostly correctly Use the present perfect (<i>had walked</i>) Choose different nouns and pronouns to avoid repetition (<i>Sue, the frightened girl, she</i>)</p>

YEAR 4: TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u> Setting	<u>Focus</u> Suspense / Action	<u>Focus</u> Character	<u>Focus</u> Openings and Endings	<u>Focus</u> Description	<u>Focus</u> Dialogue
<u>Story Pattern</u> Rags to Riches	<u>Story Pattern</u> Action Tale	<u>Story Pattern</u> Character Flaw	<u>Story Pattern</u> Tale of Fear	<u>Story Pattern</u> Portal Story	<u>Story Pattern</u> Warning story
<u>Non-fiction</u> Persuasive advert	<u>Non-fiction</u> Explanation / Poetry	<u>Non-fiction</u> Instructions	<u>Non-fiction</u> Recount (newspaper report)	<u>Non-fiction</u> Information	<u>Non-fiction</u> Discussion / Poetry
<u>Text Driver</u> The Saga of Erik the Viking	<u>Text Driver</u> The Saga of Erik the Viking	<u>Text Driver</u> Max and the Millions	<u>Text Driver</u> Max and the Millions	<u>Text Driver</u> Secret Diary of Thomas Snoop - Tudor Boy	<u>Text Driver</u> The Egyptian Cinderella

Year 4: Vocabulary, grammar and punctuation

Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <u><i>Later that day, I heard the bad news.</i></u>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 5: English Curriculum Objective Overview



Autumn	Spring	Summer
<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Provide justifications for their views Recommend books to their peers Identify and discuss themes and conventions in and across a range of writing Make comparisons within and across books</p> <p>Writing - Transcription Spell all of the Years 3 and 4 word list Use joined handwriting consistently with either pen or pencil (desirable, but not essential for ARE) Use the first 4 letters of a word to check its spelling in a dictionary</p> <p>Writing - Composition Integrate dialogue to advance the action Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Provide justifications for their views Read aloud and perform a wide variety of poems and playscripts, showing understanding of intonation, tone, volume Learn a wider range of poetry by heart Distinguish between fact and opinion</p> <p>Writing - Transcription Spell some of the Years 5 and 6 word list Use joined handwriting consistently with either pen or pencil (desirable, but not essential for ARE) Place possessive apostrophe correctly (singular and plural and including irregular plurals)</p> <p>Writing - Composition Use organisational and presentational devices to structure text and guide the reader (eg headings, bullet points, underlining)</p> <p>Writing – Composition cont.</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Provide justifications for their views Participate in discussions about books Use formal presentations to explain and discuss their understanding of what they have read</p> <p>Writing - Transcription Spell some of the Years 5 and 6 word list Use joined handwriting consistently with either pen or pencil (desirable, but not essential for ARE)</p> <p>Writing - Composition Use a wide range of devices to build cohesion within and across paragraphs Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors</p> <p>Writing -Vocabulary, Grammar and Punctuation</p>

<p><u>Writing - Vocabulary, Grammar and Punctuation</u></p> <p>Use capital letters, question marks, exclamation marks and commas mostly correctly Use modal verbs Use the passive verb form Use relative clauses with relative pronouns (<i>who, which, where, when, whose, that</i>) Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use pronouns including personal pronouns to avoid repetition Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors</p> <p><u>Writing - Vocabulary, Grammar and Punctuation</u></p> <p>Use capital letters, question marks, exclamation marks and commas mostly correctly Use a colon to introduce a list Punctuate bullet-points consistently Use the perfect verb form (<i>has walked, had eaten</i>)</p>	<p>Use capital letters, question marks, exclamation marks and commas mostly correctly Use commas to avoid ambiguity Use semi-colons to mark boundaries between independent clauses</p>
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YEAR 5:TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>
Setting	Suspense	Character / Dialogue	Openings & Endings	Description/Style/Vocab	Dialogue / Action
<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>	<u>Story Pattern</u>
Warning Story	Tale of Fear	Portal Story	Losing Story	Defeating the Monster	Meeting Tale
<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>	<u>Non-fiction</u>
Persuasive argument	Explanation / Poetry	Instructions for a recipe	Recount (newspaper report)	Information	Discussion / Poetry
<u>Text Driver</u> Street Child	<u>Text Driver</u> Street Child The Secret Diary of Miss Jane Pinny	<u>Text Driver</u> The House with Chicken Legs	<u>Text Driver</u> The Boy at the Back of the Class	<u>Text Driver</u> Orphans of the Tide Rhythm of the Rain	<u>Text Driver</u> Who Let the Gods Out?

Year 5: Vocabulary, grammar and punctuation

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: English Curriculum Objective Overview



Autumn	Spring	Summer
<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Explore the meaning of words in context Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph, identifying key details that support the main ideas Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Provide reasoned justifications for their views Recommend books to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books</p> <p>Writing - Transcription Spell some of the Years 5 and 6 word list Maintain legibility in joined handwriting when writing at speed Use the first 4 letters of a word to check its spelling in a dictionary Use a thesaurus</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Explore the meaning of words in context Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph, identifying key details that support the main ideas Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Provide reasoned justifications for their views Read aloud and perform a wide variety of poems and playscripts, showing understanding of intonation, tone, volume Learn a wider range of poetry by heart Distinguish between fact and opinion</p> <p>Writing - Transcription Spell all of the Years 5 and 6 word list Maintain legibility in joined handwriting when writing at speed Place possessive apostrophe correctly (singular and plural and including irregular plurals)</p>	<p>Word Reading Use etymology and morphology to read aloud and understand meaning of new words</p> <p>Comprehension Explore the meaning of words in context Ask questions to improve their understanding of a text Make predictions from details stated and implied Make inferences such as inferring characters' feelings, thoughts and motives based on dialogue and action, justifying inferences with evidence Summarise the ideas from more than one paragraph, identifying key details that support the main ideas Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Provide reasoned justifications for their views Participate in discussions about books, building on their own and others' ideas and challenging views courteously Use formal presentations and debates to explain and discuss their understanding of what they have read</p> <p>Writing - Transcription Spell all of the Years 5 and 6 word list Maintain legibility in joined handwriting when writing at speed</p>

Writing - Composition Integrate dialogue to convey character and advance the action Select language that shows good awareness of the reader Ensure correct subject and verb agreement Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors	Writing - Composition Use organisational and presentational devices to structure text and guide the reader (eg headings, bullet points, underlining) Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors Choose appropriate register	Writing - Composition Use a wide range of devices to build cohesion within and across paragraphs (eg conjunctions, adverbials of time and place, pronouns, synonyms) Edit to ensure tense is mostly correct and consistent Correct their own spelling and punctuation errors
Writing - Vocabulary, Grammar and Punctuation Use the range of punctuation taught at KS2 mostly correctly Use modal verbs to indicate degrees of possibility Use the passive verb form Use relative clauses with relative pronouns (<i>who, which, where, when, whose, that</i>) or implied relative pronouns Use brackets, dashes and commas to indicate parenthesis	Writing - Vocabulary, Grammar and Punctuation Use the range of punctuation taught at KS2 mostly correctly Use a colon to introduce a list Punctuate bullet-points consistently Use the perfect verb form (<i>has walked, had eaten</i>) Recognise the subjunctive form	Writing - Vocabulary, Grammar and Punctuation Use the range of punctuation taught at KS2 mostly correctly Use commas to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses

YEAR 6: TALK 4 WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Focus</u> Setting - atmosphere	<u>Focus</u> Suspense	<u>Focus</u> Character / Dialogue	<u>Focus</u> Style / Vocab	<u>Focus</u> Description	<u>Focus</u> Invented Writing
<u>Story Pattern</u> Wishing Tale	<u>Story Pattern</u> Tale of Quest	<u>Story Pattern</u> Portal Story	<u>Story Pattern</u> Meeting Tale	<u>Story Pattern</u> Warning Story	<u>Story Pattern</u> Basic Plot Patterns
<u>Non-fiction</u> Persuasive argument	<u>Non-fiction</u> Explanation / Poetry	<u>Non-fiction</u> Instructions for a recipe	<u>Non-fiction</u> Recount (newspaper article)	<u>Non-fiction</u> Information	<u>Non-fiction</u> Discussion / Poetry
<u>Text Driver</u> Wonder	<u>Text Driver</u> War Horse	<u>Text Driver</u> Journey to Joburg	<u>Text Driver</u> Long walk to Freedom	<u>Text Driver</u> Holes	<u>Text Driver</u> Rain Player

Year 6: Vocabulary, grammar and punctuation

Year 6: Detail of content to be introduced (statutory requirement)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points